Tenth Grade English Language Arts Expectations – First Quarter

**Dear Parents,**

Your child is beginning an exciting sophomore year in English Language Arts.

For the next several weeks, he or she will be reading, discussing, and writing about several texts that explore the following essential question:

*What is the difference between remembering and reflecting?*

Your child will read different kinds of texts (poems, editorials, books, etc.) but will focus especially on literary nonfiction: the memoir, the essay, and the speech. Students will discover techniques writers use to craft such texts, including exploring how authors use reflection to engage readers to think carefully about literature, events, or ideas in new ways.

All tenth graders will read the book *Autobiography of a Face* by Lucy Grealy. Additionally, your child will select texts for independent reading and keep a record of his or her reading. It is important your child establish a regular habit of reading.

As a culminating task, your child will compose and publish his or own memoir that describes and reflects on personal experiences in a particular place.

By the end of the first quarter, your child should know and be able to do the following:

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| **READING** | **WRITING** |
| Read grade level texts closely, using annotating strategies to deepen understanding | Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach |
| Explain what the text says | Use technology, including the Internet, to produce, publish, and update individual and shared writing products |
| Draw inferences to deepen understanding | Gather relevant information from multiple authoritative print and digital sources |
| Support inferences with textual evidence | Integrate information into the text selectively to maintain flow and avoid plagiarism |
| Analyze how the author’s choice of words impacts the meaning and tone | Write informational paragraphs that explain an analysis of a text: introduce a topic; select well-chosen, relevant, and sufficient evidence to develop topic; use transitions to embed evidence smoothly in own writing |
| Select texts for independent reading (books, online articles, magazine and journal articles, textbook selections, poems, plays, etc.) |
| Establish a habit and record of regular independent reading | Write a personal memoir, using narrative writing techniques: dialogue, description, pacing, and reflection. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences. |
| **SPEAKING AND LISTENING** | **LANGUAGE** |
| Participate in a range of text-centered discussions: | Use standard English conventions of grammar and usage.   * Use appositive phrases |
| * Come to discussions prepared, having read and researched materials under study | Use standard English capitalization, punctuation, and spelling: |
| * Refer to specific parts of the text | * Punctuate dialogue correctly |
| * Pose and respond to questions | * Use commas correctly with restrictive and nonrestrictive phrases. |
| * Relate discussion to broader themes or larger ideas | Determine the meaning of unknown words: |
| * Actively incorporate others in discussion | * Use context clues |
| Participate in collaborative discussions and tasks: | * Use appropriate references (print/digital) to determine meaning and word origin. |
| * Set rules for respectful discussions and decision-making | Analyze the role of figurative language (simile and metaphor) in a text and explain how it impacts meaning: |
| * Work with peers to set clear goals and deadlines and individual roles as needed | Use general academic vocabulary in reading, writing, speaking, and listening for comprehension. |